

* This English program challenges students to:

Develop, expand, and apply knowledge and strategies to respond in different communicative situations.

* So they understand, explain, question, adapt, and correct them, depending on the social sphere where they are and the intentions they have.

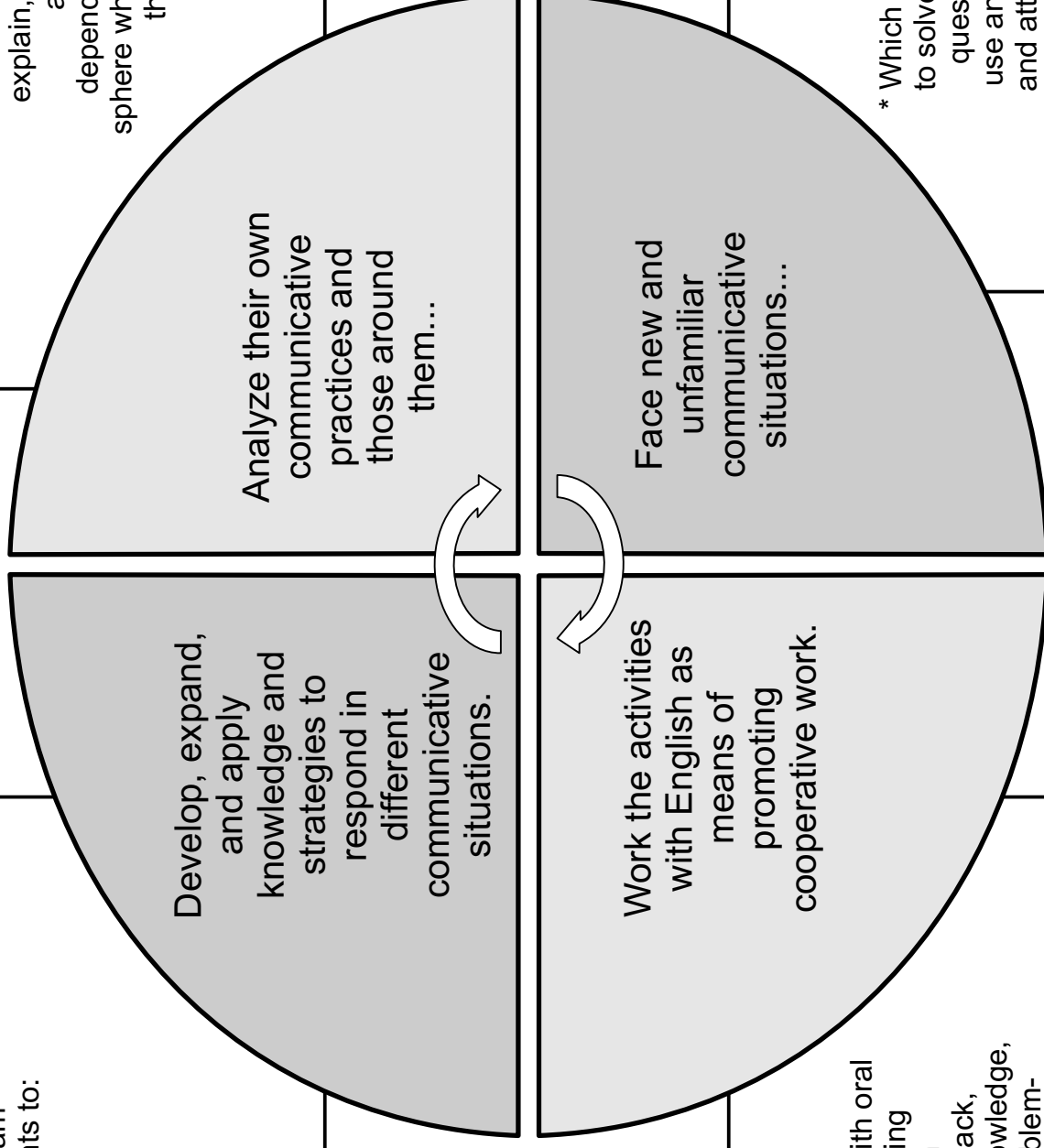
Analyze their own communicative practices and those around them...

Work the activities with English as means of promoting cooperative work.

* In order to deal with oral interaction and writing problems based on negotiations, feedback, and analysis of knowledge, strategies, and problem-solving.

Face new and unfamiliar communicative situations...

* Which enhance students' ability to solve problems and deal with questions related to language use and form, and the behavior and attitude in specific activities with English.



LEARNERS:

What do they like doing?
What topics interest them?

AIMS/OBJECTIVES:

What are the aims of the lesson?
What are the aims of each activity?

PLANNING

CLASSROOM MANAGEMENT:

How will the chairs be arranged?
What instructions will I give?
What happens if they don't understand my instructions?
How long are the activities?

TEACHING POINT:

What language items will be studied or used in the lesson?
What topics, contexts will be used?
What preparation/teaching points?
Am I confident about these?
What do I need to do?
What preparation/teaching points?

TEACHING PROCEDURES:

What activities will help the learners achieve the lesson objectives?
How will the activities link together to make a whole lesson?
How long will each activity last?
What preparation/teaching points?

MATERIAL:

What materials will be used for each activity?
What do I need to make, photocopy, borrow?
What page of the coursebook have we got to?
What can be used for homework?

How do I know if my planning is effective?

Check:

1. The contents are clearly articulated.
2. The contents are clearly sequenced.
3. Use of different strategies.
4. Variety of activities.
5. Appropriate use of materials.
6. Different interaction patterns.
7. Appropriate use of strategies.
8. Evidence of adequate planning to reach the teaching purpose.
9. Evidence of adequate planning to reach the social purpose.
10. Adequate design of evaluation instruments.